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ABSTRACT

Articles written by teachers of Russian for their peers in similar classroom environments are intended to aid in the development of curricular innovation. The articles, all based on practical and direct experience, include: (1) "Direct Methods for Teaching Russian," (2) "The Eclectic Approach to Teaching Russian," (3) "So-Called Linguistic Methods," (4) "ALM (Audio-Lingual Method) Materials," (5) "Teaching a Foreign Language in the U.S.S.R.," (6) "Some Reflections on Teaching Russian at the Secondary School Level," (6) "Concrete Suggestions for an Effective Russian Program," (8) "Russian Chatterboxes at Browne & Nichols," (9) "Of All Languages, Why Choose Russian?," and (10) "Materials Sources and Media Centers." (RL)

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A TEACHER'S NOTEBOOK: RUSSIAN

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FOREWORD

The purpose of this notebook is to expose secondary school Russian teachers to the work and ideas of their colleagues. It is to be hoped that this exposure will produce a cross-fertilization of ideas that will be useful both to the novice facing his first teaching job and to the veteran who may be seeking new ideas to revitalize his course.

Most of the articles submitted have been written by teachers who have been successful in introducing Russian into their school's curriculum, and, more importantly, been successful in maintaining a Russian language program for a period of five years or more.

Each teacher was asked to write on a topic that he or she felt strongly about, or on a topic that would reflect experience in experimenting with a unique approach to language teaching.

Since this is a notebook, it will never be treated as a complete, definitive analysis of all materials and methods available. It is, instead, a reflection of what successful teachers have to say about the teaching of Russian on a secondary school level. Opposing points of view and contradictions will be expressed, and reactions from readers will be welcome and may be published in future editions of this work.

There has been no attempt made here to employ one single system for transliterating Russian words. Although each teacher has used his own system, no Slavic scholar should have difficulty in distinguishing the meaning or form of a word, despite minor differences in each system.

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DIRECT METHODS FOR TEACHING RUSSIAN

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The historical background for the appearance of "direct methods" in foreign language teaching is summarized by Robert Lado (Language Teaching: A Scientific Approach, p. 4) as follows:

> At the end of the nineteenth century, language learning had become grammar recitation and dictionary thumbing. The students defined the parts of speech; memorized conjugations, declensions, and grammar rules; and translated selections, using a bilingual dictionary or glossary. . . . As a reaction against grammar-translation methods, there was a movement in Europe that emphasized language learning by direct contact with the foreign language in meaningful situations. This movement resulted in various individual methods with various names, such as new method, reform method, natural method, and even oral method, but they can all be referred to as direct methods or the direct method. In addition to emphasizing direct contact with the foreign language, the direct method usually deemphasized or eliminated translation and the memorization of conjunctions, declensions, and rules, and in some cases it introduced phonetics and phonetic transcriptions.

The essential characteristics of the term "direct method" are defined in Webster's New International Dictionary as follows:

> A method of teaching a foreign language, especially a modern language, through conversation, discussion, and reading in the language itself without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures, or by performing actions.

For the teaching of Russian there are at least two sets of materials (one commercially available, the other in the experimental stage) that meet this general definition of "direct method." The first one, the Audio-Visual Method, is an outgrowth of work done in France and associated with the Ecole Normale Supérieure at Saint-Cloud. The second one, The Silent Way, is based on ideas and principles worked out by British mathematician and psychologist Caleb Gattegno, and is in its third year of experimentation at The Pingry School, in Elizabeth, New Jersey.

Audio-Visual Method

The Audio-Visual Method is a continuous, four-year sequence that is designed to develop fluency in the four skills enumerated below by the end of the program. The main materials used are filmstrips, tapes, books of cartoon drawings, a workbook, and an intermediate reader.

The Teacher's Guide summarizes the four assumptions on which the Audio-Visual Method is based, as follows:

1. The spoken language to be learned is that set of behavior patterns which is most widely practiced, and therefore acceptable, in the foreign environment.

2. The desired behavior patterns can be acquired only in their respective cultural context, and thus, provision for the simulation of the particular environment must be made in the classroom.

3. Mastery of a foreign language depends upon comprehension of the cultural-linguistic patterns without translation or comparison of the target language and the mother tongue.

4. Fluency in speaking the foreign language depends upon imitation of native intonation, rhythm, and pronunciation at the normal rate of speech.

In teaching the basic filmstrip material, which consists of dialogue, a specific sequence of four activities is always followed:

1. Presentation phase, with the objective of perception (global understanding of the situational context)

2. Explanation phase, with the objective of comprehension (student associates visual and sound contexts)

3. Repetition phase, with the objective of assimilation (student acquires correct rhythm, intonation, and pronunciation)

4. Transposition phase, with the objective of transfer (student learns to manipulate the important variables of the structural units)

The three texts used by the students deal with progressively more complicated situational contexts. The first two have cartoon drawings; the third book contains reading selections from the Soviet and pre-Soviet periods. A wide variety of themes from contemporary Soviet life are dealt with in all

three books, and they provide for returning to previously treated themes in a more detailed and complex way.

These audio-visual materials can be used only by a teacher who has had the specific training provided by the publisher, and must be used strictly in accordance with this method. Antica Menac and Z. Volos are the authors of Chilton-Didier Audio-Visual Russian Course, Parts I and II, and John Grimshaw Long is the author of the Student Workbook and editor of the Intermediate Russian Texts. Information and materials are available from the publisher, The Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106.

The Silent Way

The one basic assumption of this approach to foreign language teaching is that acquisition of the mother tongue is sufficient proof of considerable linguistic competence in the learner, who is then able to use these demonstrated linguistic functionings to master yet another foreign language. The concept, design, and materials of The Silent Way serve to elicit these functionings and increase awareness of them. The materials consist of a set of color charts representing component sounds, phonemes and graphemes, and a selected functional vocabulary of the Russian language, and a set of Cuisenaire rods (different-colored wooden prisms).

On the charts, pronunciation is always indicated by the color of a letter (while spelling is indicated by the customary shape of the letters, which is retained in all cases). The concept of a "linguistic situation," which is defined as "any situation about which a statement can be made," governs the use of the rods. By manipulating the rods in ways that can be talked about, various situational contexts are set up to elicit statements in Russian using a minimum number of functional words put into circulation by the teacher: "The red rod is between the yellow and blue rods," "The green rod is longer than the black one."

Exercises in comprehension, speaking, and visual and oral dictation are set up, at first by the teacher and later by the learners themselves, through the use of the rods and charts. At later stages wall pictures of various real-life situations are used to expand vocabulary and develop writing composition. Finally a series of books is used, containing sentences on various themes, short prose passages of an affective nature, and longer stories. Selective use is made at the appropriate times of other authentic linguistic and cultural material, such as Soviet filmstrips, records, posters, newspapers, maps, books, and so on.

In addition to the rods and color-coded charts, there are other important distinguishing techniques used in The Silent Way:

1. Repeated modeling of utterances by the teacher for mimicry by the learner is not necessary, since to speak a language is in most cases to use words differently from the way one hears them used.

2. Rote memorization of basic material is replaced by recognition and familiarity with respect to new structures.

3. Correction is only seldom part of the teacher's work, since the learner develops his own inner criteria of correctness, and is therefore capable of correcting his own errors.

4. Conditioning and habit-formation drills are replaced by exercises that enable the learner to generate original utterances based on a minimum functional vocabulary given by the teacher.

5. Oral work introduced in the beginning is quite soon followed by writing.

6. Wherever possible, the learner is thrown back upon himself, taking ever greater responsibility for his own learning.

7. Gradually the teacher says less and less, while the learner says more; thus the reason for the name "Silent Way" becomes apparent.

It must be remembered that, while materials for French, Spanish, and English as a foreign language are commercially available, the materials for Russian are still in the experimental stages. Further information in the form of lecture-demonstrations and published articles will continue to be available as the experiment progresses. Basic general information about The Silent Way is contained in a small book, Teaching Foreign Languages in Schools, which is available from the originator, Caleb Gattegno, at Educational Solutions, Inc., P.O. Box 349, Cooper Station, New York, N.Y. 10003.

THE ECLECTIC APPROACH TO TEACHING RUSSIAN

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The eclectic approach--"seeking what appears to be best in various doctrines, methods, or styles"--relies on common sense, flexibility, and experience in teaching Russian. It involves a constant awareness of and curiosity about all the techniques and possibilities of language teaching, a maximum knowledge of what other teachers have tried, and a realistic appraisal of the capabilities of one's students in a given year. It precludes any unbalanced, exclusive adherence to one method or system. The basic philosophy of the eclectic approach is simple: to try to do everything at once, yet keep a reasonable balance.

"Everything at once" includes reading, writing, speaking, and oral comprehension--on the assumption that each skill reinforces the other, that a multiple approach will reach more students (since some learn faster orally, while others prefer to see words written). A big argument for the eclectic approach is found in change of pace. Students get bored by any one, unremitting method. A teacher should always be ready to shift to something different (a mimeographed poem and accompanying tape, a completely new tape with unprepared vocabulary, an assignment to draw a map of one's home town, a play to be staged by the class, a game of Russian Scrabble, a sight translation--just to mention a few possibilities). Flexibility is a prime requisite. What worked well last year may not work as well this year. The eclectic approach involves constant experimentation and adaptation.

Such an approach to language teaching presupposes that a Russian program can be effectively geared to a teacher's personality, to his strengths and weaknesses. It leaves room for emphasis on one's own enthusiasms and unique talents, without neglecting the other disciplines. The native speaker can provide a wealth of firsthand cultural background; the musically inclined can incorporate songs and choral singing; the versatile linguist can provide interesting parallels to other languages (with frequent references to calques, loan words, and roots); the recent traveler to the Soviet Union can stimulate his students with current expressions, slang, and colloquialisms. One could list many possibilities.

The eclectic approach seems an obvious solution to a major problem (increasingly serious because of relaxed language requirements in many schools) springing from the widening gap in backgrounds and abilities of Russian students. Gone are the days, it seems, when, in a good school, a teacher could count on two or three years of Latin and a concomitant course in French or German. Now the teacher who is trying to build a sound Russian program must make a tough decision: keep standards high and screen out

limited language students, thereby decimating a language fighting for survival, or lower standards in order to recruit any possible candidates, with the risk of lowering pride and self-respect. Whatever his decision, the eclectic teacher is better equipped to reach all members of increasingly heterogeneous classes, to enable more students of varying abilities to feel successful and rewarded in at least one of the four areas--speaking, listening, writing, and reading. A few examples are the student with above-average pronunciation who is reluctant to speak on his own but who is encouraged to read out loud; the student with poor pronunciation but a knack for translation and a good recognition vocabulary who is called upon to help out in difficult reading passages; or the weak writer with a good ear and eagerness to speak Russian who is frequently called upon to answer questions and ask questions.

Another problem--economy (pressing many secondary schools now)--is mitigated by the eclectic approach. The eclectic teacher is resourceful in using odds and ends, such as old textbooks and tapes. He is never a slave to expensive machinery. In fact, he can function quite well without a language lab. All he needs is one good tape recorder in the classroom.

A few comments should be made about each of the four language skills as they interact and reinforce each other.

Speaking. The use of English should be discouraged from the very start. By the middle of October on certain days, classes can be conducted tol'ko po russki. Enforcing this habit of speaking Russian requires sternness mixed with humor. Students should be encouraged to speak Russian outside of class as much as possible: in the corridors, on teams in sports, in the cafeteria. Because of the peculiar appeal and magic of Russian, an esprit de corps can be created that results in students' speaking more spontaneously and frequently in Russian than their peers in French or German. Oral examinations should be weighted as heavily as written ones. I have found a face-to-face, private 12-15 minute oral exam for each student three times a year to be extremely rewarding, since most do better on oral than on written exams. Nevertheless, writing should be correlated with the oral approach whenever possible. Whenever a new word is used, the teacher can write it on the board so that students can visualize it (some need to). Also, words can be acted out by a teacher with a sense of humor. As vocabulary accumulates, new words should be defined in Russian, orally and in writing, whenever possible. On the other hand, the total elimination of translation can waste time, especially during the first year and the first half of the second year.

By gradually introducing more and more grammatical terminology, as well as critical terminology for literature in Russian, the teacher can explain most points in Russian by the end of the second year, and certainly during the third year. The eclectic teacher insists on a balance in vocabulary: practical words for conversations about everyday life, and abstract words for Russian bull sessions about ideas and philosophy. A great stimulator to speech is the play, introduced after the first two months of Russian study and continued for two or three years. Simple rules can be set up: no

English allowed; written-out speeches banned, though small cards with brief notes permitted; each student required to speak at least three or four minutes. Costumes and props are encouraged. During each performance, which is taped, notes are taken by the teacher on mistakes in pronunciation, word usage, and grammar, to be gone over carefully after the play.

Listening. The danger of exposing students to only one voice, whether native speaker or not, should be emphasized. Frequent exposure to tapes with a variety of male and female native speakers is highly desirable. A tape recorder in the classroom can be used for daily lessons in pronunciation, pattern drills, reading (prose and poetry), dictation, and questions to be answered. Certainly tapes should not be limited to known vocabulary or specific textbooks or reading texts (although students profit by following with their eye what they hear). For example, mimeographed copies of poems are extremely helpful. Oral comprehension can be increased by exposure to new vocabulary without any previous explanation, causing the student to concentrate on figuring out the general situation and words by context. On the other hand, writing new words on the board before listening to a tape is also useful. I feel that tapes with speech at normal speed should be introduced early in the first year, since students adapt to a normal rate of speech surprisingly rapidly. Similarly, I believe that the teacher who speaks abnormally slowly only holds his students back.

Writing. The necessary oral emphasis provided by speaking and listening practice should not exclude an abundance of reading and writing as well as a formal explanation of grammar. It seems ridiculous to delay immediate introduction of the written alphabet. Even slower students can learn to recognize and write out the alphabet in a few days, with pride and satisfaction. Association of sounds with the alphabet and immediate dictation exercises break down the myth of those recondite Russian symbols and emphasize the basically phonetic spelling of the language. The beginning class is off to a good start if they can say what they see written and write what they hear. Early reliance on transliteration is absurd.

The dictionary speed-test game affords a practical illustration of the eclectic approach after the first week of Russian study. The teacher dictates words as students race through pocket dictionaries, competing to see who can find the meaning of the word first. This is an exciting way to instill the order of the alphabet and instantaneous association of sounds with letters. Homework exercises, including emphasis on good handwriting, should not be neglected. Reading homework out loud is desirable. Also, frequent written work at the board, preferably with the teacher dictating material, provides an enjoyable change of pace and moving around. After literature is introduced (second half of first year), progressively more demanding writing assignments can be made, based on the vocabulary and slovosochetaniya appearing in the stories (including pereskazy and creative compositions). Another helpful approach (second half of second year and third year) requires students to take notes in Russian during short lectures or grammar explanations.

Reading. Reading is obviously a key way to increase speaking and writing ability. The teacher's firm pressure and encouragement can make a student's passive recognition vocabulary at least partially active. A story should be discussed in Russian not only for content, but also for adapting useful words to life and everyday situations. The teacher can also encourage performance of plays based on stories. Reading out loud is vital in improving pronunciation, in consolidating new vocabulary, and in improving conversational ability. Doubtless even poor readers read better if stories are frequently discussed in class.

I disagree with the depth-of-interpretation argument defending the discussion of Russian literature in English, which is used in some college courses, even on the graduate level. Russian III classes can develop in-depth discussions of literature and still avoid English. Sheets of helpful Russian critical and literary terminology should be circulated and be drilled in by frequent repetition.

The eclectic approach prefers a balance of nineteenth-century (usually easier for an American student) and Soviet literature. Also, poetry should be mixed with prose, and there should be occasional exposure to periodicals (Novoye Russkoe Slovo, Pravda, and Krokodil). The value of short stories with tangible goals should be emphasized. To reinforce reading, all tests should be presented exclusively in Russian, except for translation questions, even if the teacher must explain directions during the test.

Grammar

A logical approach to language--namely, grammar--is an integral part of the eclectic perspective. Systematized study of grammar promotes faster learning in all four areas--speaking, listening, writing, and reading. The eclectic teacher must be suspicious of the parrot-child learning analogy, on the assumption that the average student in the ninth to twelfth grades assimilates new material more readily if he can apply logical grammatical principles. On the other hand, the teacher should not insist on perfect grammar at the expense of spontaneous speech. If a student is paralyzed with fear of making a mistake, grammatical emphasis has defeated its purpose. First-year students should be told that it is better to say more, incorrectly (as long as the sense is clear) than less, correctly. Even so, strict grammatical standards should be applied to written work. Ironically, some students employ better grammar in their speech than in their writing. Since the greatest frustration for the eclectic teacher using a conventional grammar textbook is most often its vocabulary presentation, he must continually supply his own practical supplementary lists.

Roots, Loan Words, Calques, etc.: The Comparative Approach

The eclectic teacher should correlate Russian with other languages whenever possible (and depending on his own erudition). Calques and loan words provided by French, German, Latin, and Greek make classes more interesting,

assuming that the teacher is fortunate enough to have students studying these languages. He faces the likelihood of going over the heads of most members of the class and only reaching a few, but quick parallels can be thrown out without offending or confusing. Other languages aside, no eclectic teacher can neglect the vital importance of roots in Russian as a logical approach to word recognition and vocabulary building. In relation to other languages, the teacher blessed with a bright, sophisticated class can encourage comparisons with French and German literature, including all the nuances of translation.

Inevitably the eclectic teacher of Russian is skeptical about the definitive value of any one textbook, and he realizes the inadequaces of various sets of tapes. Above all, he is suspicious of those who proclaim the infallibility of any one method. Terms such as "direct," "audio-visual," "the silent way," and "aural" are only circumlocutory fragmentations of the commonsense, all-inclusive, eclectic goal. The competent Russian student speaks, understands, reads, and writes.

SO-CALLED LINGUISTIC METHODS

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All methods and textbooks are applications of linguistic and pedagogical research. There are some that make more overt use of grammatical rules and scientific formulations than others, and some that incorporate the results of more recent research than others. In contrast to the "audio-lingual" method, the approach that is sometimes termed "linguistic" assumes that language learning by a late adolescent or adult is not quite parallel to the acquisition of language in childhood. The emphasis is on speedier and more explicit presentation of grammatical structure at the expense of a varied vocabulary. The initial minimal vocabulary is chosen primarily to provide a sampling of the regular and irregular paradigms and sentence types. Though the words are not selected primarily for their frequency or usefulness in tourist situations, most of the words chosen do turn out to be useful either in themselves or as mnemonics for important patterns. It is assumed that, once the student has mastered the basic structure of the language (through the familiar strategies of practice, memorization, correction, and more practice), he will be able to use the patterns creatively, "plugging in" the vocabulary of new situations to grammatically correct sentences.

The textbooks by Lunt and by Lipson both reflect recent linguistic research and stress the acquisition of structure rather than a varied situational vocabulary. Although their purposes are similar, these books differ widely in their pedagogical approaches as well as in choice of vocabulary, and have different potential uses for the readers of this notebook. Both books are rather widely used in intensive courses at various university summer schools, some of which also admit some high school age students. Such summer courses, if immediately followed up with more Russian, provide excellent preparation for more advanced work. It is hoped that scholarship help for this age group, including compensation for lost summer earnings, will become more widely available.

Lunt's Fundamentals of Russian (textbook and pattern drills) was written for intensive courses at the college level. The stress is on rapid mastery of the basic grammatical patterns, and the minimal vocabulary is rather drab. The course is meant above all to give the student who will go on to more advanced courses and perhaps specialize in Slavic a reliable foundation and habits of correct usage, spelling, and pronunciation. The supplementary oral drills by Sholiton and Van Campen also stress mastery of the grammar over facility in speaking in social situations. The basic text is meant to be supplemented by graded reading materials that serve as a basis for conversation.

There is a tacit assumption that the well-motivated student to whom the

book is addressed will make other opportunities to use his Russian. This course is rarely used at the beginning high school level. In the intensive college course, the rather drab vocabulary is not too much of a handicap, for the rapid mastery of the grammar provides reinforcement. In the necessarily slower-paced high school curriculum, the language takes shape more slowly, and students tend to be frustrated by the limited conversational potential of the early lessons. The fact that adjectives are not introduced until Lesson XII makes it impossible to express opinions or make amusing contrasts in the first conversations. Lunt's course can, however, be recommended as a review text for third- or fourth-year high school students, to accompany their more advanced readings and conversations.

Lunt's Fundamentals of Russian deserves a place on the classroom and library reference shelf as well as in the teacher's personal library. The vocabulary is thoroughly indexed, and there are many useful reference tables. The succinct explanations will help the teacher supplement and clarify those of the textbook used in the classroom. The teacher of Russian, who often has to work in isolation with little opportunity to practice, can gain from reviewing the book and the pattern drills to fight off the insecurity that comes after correcting the same spelling mistake in ten successive homework papers.

Lipson's A Russian Course is an original and effective blend of linguistics with the best strategies of the audio-lingual method and programmed instruction. The unusual vocabulary makes for conversations not limited to the classroom situation, encouraging correct but imaginative use of language in conversations. Rather than memorize dialogues, students read and study brief narratives and practice asking and answering questions about the stories. The questions and answers are practiced in the lab, so that the availability of tape decks is a must, as is time for individual preparation in the lab. The course is popular with students of all ages and lends itself to a slow-paced high school course as well as to an intensive course for adults. It is the only introductory presentation so far available of the "single-stem" verb system: all but a few irregular verbs are given a single abstract stem from which all forms can be derived by means of a few rules. The teaching of morphology and spelling is aided by excellent workbook exercises, most of which are keyed.

The Lipson method requires a great deal more teaching than do more traditional texts, so that most teachers of Lipson are those who have heard him lecture about his method and/or have had the opportunity to observe a class taught by him or by others who have studied with him. A teacher considering the adoption of Lipson might do well to attend a few classes at a university where the book is used or one of the workshops occasionally offered by Lipson himself. A school contemplating the adoption of the Lipson text must keep in mind that a course will be effective only if the teacher believes in it. There must be laboratory time and space (or tapes for home use) and at least one experienced teacher ready to train others if needed.

The unconventional format and outlandish early vocabulary may present

problems for some teachers who would be tempted to replace a "vulgar" sentence like Xuligany kradut with something innocuous like mal'čiki igrajut, thus missing the purpose of introducing the verb stem krad+ and other stems in d, with normal change of d to s before t (krast') and disappearance of d before l (kral). Students accept such things easily in early lessons and learn them painlessly and permanently, whereas conventional courses spring such "irregularities" on students along with a flood of new vocabulary items, only after having lulled them into false security with dozens of verbs like igrat'.

The teacher must understand the linguistic and pedagogical reasons for the choice of vocabulary and must be quite resourceful in constructing classroom drills. The preliminary edition provides little guidance to the teacher, but the MIT Press edition will include a teacher's manual by one of the most successful practitioners of the method, Professor Steven Molinsky of Boston University. A large part of the second half of the book is devoted to word formation, to train the student in making educated guesses about new words by identifying roots, prefixes, and suffixes. This aspect of Lipson's course alone would make it an excellent review text for advanced students but, unlike Lunt, it is not suited for use as a reference grammar. The preliminary edition is poorly indexed and lacks summary tables; moreover it is marred by numerous typographical and other errors. These faults are expected to be eliminated in the forthcoming edition. Even in its preliminary form, it is a most successful approach, given adequate resources. For information on workshops and also for errata sheets, supplementary materials, and hints on scheduling, write to Alexander Lipson, 2 Garden Terrace, Cambridge, Mass. 02138, or in care of Slavica Publishers, whose address is given below.

Texts Discussed

Lunt, Horace G., Fundamentals of Russian, revised edition (New York: W. W. Norton, 1968); Supplementary Pattern Drills for Introductory Russian, by Robert D. Sholiton and Joseph A. Van Campen (New York: W. W. Norton, 1968).

Lipson, Alexander, A Russian Course, preliminary edition (Slavica Publications, Inc., P.O. Box 312, Cambridge, Mass. 02139, 1968). A revised and expanded edition, with a teacher's guide by Steven J. Molinsky, is in preparation and will be published by MIT Press within a year or two.

ALM (AUDIO-LINGUAL METHOD) MATERIALS

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A college teacher of Russian has basically two desires concerning the preparation of his incoming student: (1) that the program offered in his secondary school be as flexible as possible, and (2) that he know what to expect with regard to advanced placement, so as to avoid frustration and disillusionment.

Maximum flexibility in the secondary school curriculum will keep wasted effort to a minimum later on. A student whose inclination and ability are oriented primarily toward reading and so-called "passive" knowledge of the language should be given every opportunity to develop this particular skill and not be discouraged in his study of Russian even if active use of the language (speaking) constitutes a problem for him. In college, such a student should be able to take a variety of "reading courses" if he so wishes: many colleges offer such courses as "Scientific Russian," "Readings in Russian Newspapers," and so on. Independent study programs are becoming increasingly popular on most campuses, since individually designed projects meet many special needs of students. Further, the ability to read Russian well is an important asset in many professional careers.

If advanced placement in college is sought with the purpose of developing all four language skills, it is of the utmost importance that expectations be realistic and sound. In this respect, the ALM materials provide an excellent guide for requisite achievement. A thorough familiarity with all four "levels" of these materials will enable the student to participate successfully in college work that reaches beyond the intermediate grammar review and selected readings. If he has reached the stage of "liberated reading," he can enroll in any literature course that is open to freshmen. The traditional "conversation and composition" course will cause him no real problems, since the ALM materials will have prepared him adequately for this kind of work. If two or three "levels" have been well covered, the student will have no difficulty in starting with the intermediate college course in a normal, nonaccelerated program.

The ALM materials, then, seem to be most suitable for a college preparatory program. However, there is one serious consideration to be taken into account: these materials do not allow for shortcuts. Sufficient time must be allotted to Russian studies if worthwhile results are to be achieved. Since every unit must indeed be covered well before the following unit is introduced, a complete "level" may require more than two semesters' work. If, therefore, a Russian program is limited to two or three years, the so-called "traditional" method may be preferable, especially where it can be supplemented with well-organized work in a language laboratory.

TEACHING A FOREIGN LANGUAGE IN THE U.S.S.R.

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This report deals briefly with the general methods of teaching a foreign language in the secondary schools and the foreign language colleges of the Soviet Union. Having completed ten years of my secondary education and two and a half years of my college education in the Soviet Union, I feel uniquely qualified to make some personal, firsthand observations and comments on the strengths and weaknesses of the language program of the Soviet Union. The methods of teaching a foreign language discussed here are those used from the 1950's through the mid-60's.

Special emphasis is placed on the teaching of a foreign language in schools and colleges, where study of a foreign language is compulsory. The foreign language program in schools starts in the fifth grade, when the pupil is twelve years old, and continues up to the pupil's senior year, when he is seventeen. During my years there, the format was as follows. Foreign language classes met three times a week, on the average, for 45 minutes each. The typical meeting usually was broken into parts, the first part being reserved for the presentation of new material by the teacher, and the second being devoted to pupil recitations.

In the secondary schools, one basic grammar book was used during the entire program, and the pace at which material was covered in class was extremely slow. The grammar book was of the traditional type, containing grammar with explanatory notes in the native language. Each section and lesson contained grammar exercises of the "fill in the blanks," "provide the proper ending," and "underline the right noun" type. The teacher would explain a new lesson in class and give an appropriate assignment from the grammar book. All students were expected to learn the new grammar lesson and complete their exercises. At the next meeting the teacher would move on to a new aspect of the language during the first part of the lesson, and in the remaining time would call on one pupil who was expected to present at the blackboard the day's assignment, including the grammar. Only one student was called on each day, and his presentation lasted about 20 minutes, the rest of the period. Thus, except for the unfortunate victim, the other students could settle back in their chairs until the next class. This routine soon developed into a pattern, and rarely did any surprises occur. With 40 to 50 pupils in a single language class, a pupil was rarely called to the blackboard more than twice during the entire semester. As I have said, there was little or no deviation from the book, since the teachers were primarily concerned with teaching the very basic grammar. Very little effort was made to teach students the spoken language, with the exception of elementary phrases such as "Hello!" "Sit down!" and "Goodbye!" The assignments were not very long, and pupils were not overburdened with homework. As a result of the generally uninspiring nature of course material and work, there was no room left for enthusiasm, innovation, or imagination.

Examinations were infrequent, and took the form of dictations and translations of material already covered in class. The bulk of the grade rested on the student's performance during his blackboard presentations.

In retrospect, I would guess that the reason why very little attention was given to learning the spoken language in schools was probably because the majority of language teachers had a very poor command of the language themselves and thus were unable to teach it. I might add that one of the main motivations for students in Russia to study a foreign language is to become an interpreter, not a teacher. The profession of interpreter has special appeal because it offers the possibility of travel abroad or contact with foreigners, prospects which are very desirable and prestigious to Soviet citizens. Thus most language students with any ability become interpreters. Those left over become teachers.

As to why classes were dull, boring, and unimaginative, one can probably say with some assurance that it was partly because of the rigid, centralized educational system and partly because of the teachers' background and education, in which the use of imagination was discouraged. Over-all, the language program in secondary schools was very poor.

The foreign language program on the college level was somewhat better, one reason being the simple fact that there was more variety in the material the students dealt with and the added element of pressure.

Because Soviet pedagogues believe that the major element in learning a language is grammar, new students were expected to study grammar extensively during their first two years in college. They learned grammar pretty much the way they would learn a poem: the teacher would explain a grammatical point, the students would memorize it, and, if called upon in class, would repeat it verbatim. Language classes in a foreign language college met every day for two to three hours, five days a week. Two or three times a week students wrote dictations, which was one way of making sure that they learned the spelling and the new vocabulary.

Colleges, unlike secondary schools, had language labs. They were limited in use, however, for tapes were used only as guides to proper pronunciation and intonation. In college an attempt was made to teach students the spoken language by assigning dialogues on various topics. Students were given only the topic of the dialogue; the actual choice of words, order, and focus was left completely up to the students. This aspect of learning the language was one of the more exciting ones, for it allowed the students to deviate to a certain extent from the dull routine of memorizing the grammar. In the quality of work and enthusiasm it provoked in the students, dialogue was superior to other types of assignments. Students had a sense of fulfillment after delivering their dialogues, feeling that they had learned something of their own choice that would remain part of their active vocabulary.

Around the middle of the first year, graded readers were introduced. Students were expected to read the stories at home, and later, if called upon in class, to retell them in their own words. This exercise also gave

students a degree of fluency in the language being studied. Another technique used by some teachers to improve fluency was the compulsory requirement to speak only that language at all times in the classroom.

I would say that this general approach by Soviet schools and colleges to the teaching of a foreign language had a low rate of success, owing in large part to a lack of understanding that teaching a foreign language requires more than just adhering to a dull grammar book and a mundane schedule. It requires imagination and creative participation by students, as evidenced by the use of dialogues and books reports, which, even in an inflexible, rigid educational system, managed to generate genuine excitement, interest, and participation by students.

SOME REFLECTIONS ON TEACHING RUSSIAN AT THE SECONDARY SCHOOL LEVEL

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While I find much value in many of the ideas about language teaching advanced during the past decade or so, I would like first to note some traditional ideas that I consider worthwhile.

The student of any highly inflected language, today as always, has to discipline himself by absorbing masses of endings. While there is value in learning declension and conjugation through reading and conversation, the process is considerably enhanced by the deliberate, concentrated study of the grammar tables and, even less painfully, of each new case or declension as it appears in the course of the first year's study of grammar.

Reviewing declension or conjugation in class works both sides of the road: expect students to be able to recite the endings of a given word, but don't ask them to recite a dozen or so forms in a given turn. The exercise, useful as it is, can become a painful chore when we require a student, let's say, to conjugate the past, present, and future forms of pisat' or to decline novy in all genders, cases, and both numbers. More useful: present a sentence that has a blank to be filled in with the correct form. In completing such sentences, students are no longer limited to reciting a table, but are called upon to use the language in a more life-like situation. In such a drill, one might ask a student to give the correct form of siniy in the following contexts:

Ya lyublyu smotret' na sin__ Volgu.

On kazalcya sin__ kak nebo.

My dolgo govorili o "sin__ zakonax."

A teacher should use varied vocabulary in such drills, thus avoiding the limited vocabulary range so often found in textbook drills. Textbook exercises are worthwhile, but drills devised by the teacher are an important introduction to new material.

Vocabulary lists and flash cards are useful largely as a last-minute checkup. Much more beneficial in the long run is the study of a new word where it first appears, or in any place where its use is most significant in relation to the rest of the sentence. Students who find flash cards or word lists more helpful should not be enjoined from the practice, as long as they've also tried the other method. Students must determine for themselves which method of study will benefit them most.

Many students acquire vocabulary less rapidly from readings than from seeing (or hearing) words in movies, slides, overhead projections, and picture dictionaries. Some critics contend that such a presentation of vocabulary, especially in still pictures, is more suitable in elementary school than in high school, for younger students who have not even had English grammar or very much English vocabulary development. However, if it is sophisticated enough, presenting vocabulary by visual means should be well worth the students' time.

Certainly movies will help students to expand their active vocabulary, though I have doubts as to the benefits, particularly in terms of morale, of taking a first-year Russian class to a movie--unless, of course, they are told in advance that they can't reasonably be expected to understand more than an occasional word or phrase. On the other hand, the cultural value of an excursion to the movies should be clear. Furthermore, advanced classes can return to school ready for lengthy Russian conversation about the film. Students enjoy a conversation in the language about a shared experience.

I find the overhead projector beneficial. Some companies produce transparencies dealing with many lifelike situations; even better are cartoons, which can be reproduced from magazines or newspapers. Needless to say, the student can't be expected to get very far in such endeavors if he hasn't been equipped to deal with them beforehand, and so a vocabulary list covering new words for possible use in descriptions of such scenes should be provided ahead of time. Participants in these classes are queried about the picture, asked to give oral or written descriptions of the scene, or to imagine the cause or effect of the episode depicted. The overhead projector allows for a fairly wide range of subjects for description in Russian.

Publishing a Russian newspaper enables students to write articles on topics that interest them--whether school, city, national, or international events. The main object is to get students writing Russian on whatever matters are important to them. Here, as with the picture description above, the editor must see to it that a vocabulary list accompanies the articles. A newspaper can provide both teacher and class with yet another subject for discussion.

Many teachers find bringing newspapers and magazines to class helpful in educating students on various aspects of Soviet and Russian culture. In my rather limited experience in this area, I've found that there's not very much response, inasmuch as the vocabulary in periodicals is generally too far beyond the students' range to foster perseverance. Good preparation for reading papers such as Pravda and Izvestiya may be found in cultural readers.

In various phases of classwork, compositions are highly recommended, since such work offers the Russian student another opportunity to express himself on given reading assignments or on subjects of his own choosing. Compositions should be written in class, unless they are longer efforts, such as term papers, which require considerable research.

Make no mistake about it: some of these ideas require extra time, more time than many of us think we have. The sacrifice of time is well worth our efforts, however, if we see them as efforts that will increase our students' involvement in Russian study.

CONCRETE SUGGESTIONS FOR AN EFFECTIVE RUSSIAN PROGRAM

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The following suggestions, evolved through fourteen years of Russian teaching, are offered to help and guide beginning teachers. I have tried to be as practical and specific as possible, and to present only those approaches that have been tested by experience with a wide variety of students.

There are a number of "do's" and "don't's" that should be emphasized for strengthening and expanding any Russian program.

Don't give up on beginning students, however weak they may seem to be at the start. Hold individual extra-help sessions as often as possible, despite the inconvenience and time demanded. Ten or fifteen minutes two or three times a week, before or after school, can work wonders in building rapport, creating a greater understanding of the problem, and making the disconsolate student feel that he or she is important and special in your eyes. Some would-be Russian students may prove hopeless, but give them several months. Don't embarrass the excessively shy or those with weak pronunciation by forcing them to perform publicly and stumble in front of the class. Ask them to come in individually to read out loud and to answer questions in Russian until they build up confidence. Try to appeal to the particular area (reading, writing, speaking, oral comprehension) in which a faltering student may have some competence, even if he is weak in the other three. Don't hold back brighter students because of slower ones or push slower students too hard to keep up with faster ones. Don't be afraid to run a modified multilevel course if necessary (a need possibly associated more with Russian than with other languages). Be flexible by allowing students to work at their own rate, as long as they work. Give the brighter ones extra assignments and encourage their leadership in helping slower students. But don't try to combine clearly distinct levels, such as Russian II and Russian III, or Russian III and Russian IV. Such combinations can be mutually corrosive. Even at the expense of a backbreaking schedule for you, insist on separate courses (Russian IV can meet three times a week, with more independent work).

Eliminate the use of slowed-up tapes as soon as possible. Students adapt surprisingly readily to a normal rate of speech, and snail tapes only hold them back. Also, use a variety of tapes with the voices of several different native speakers, even if you are a native yourself. Don't doom your students to exclusive exposure to the peculiarities of your own speech. Encourage students to acquire tape recorders and listen to Russian at home. Let them make copies of your tapes, if possible. Don't rely exclusively on the deadly one-room confinement of a "language lab." Be flexible and resourceful with a tape recorder in your classroom.

Don't gear your course to the slavish completion of a given number of chapters in a given textbook. *Obviously certain basic goals must be set up* for covering fundamental grammatical categories in a given year, but the tempo and pace can vary from year to year, as do your students. Also, don't expect a panacea in any one textbook, for all contain some weaknesses. Be resourceful and imaginative in supplementing the textbook with your own material (mimeographed, Xeroxed, etc.). Be willing to change horses in midstream if something clearly is not working, like a story that is bewildering the class. Literature ideal in December for a class one year might be better in March another year. Don't assign boring stories. Interesting content will hasten assimilation of vocabulary. A detective story in Russian can achieve miracles.

Don't be embarrassed or evasive if you don't know the answer. Students love to ask, "What is the Russian word for . . . ?" (usually something remote). On the other hand, don't show off your knowledge, or try to be excessively honest, by swamping your students with all sorts of complexities and exceptions to grammatical rules. Try to emphasize the logical aspects of Russian right from the beginning, especially by pointing out roots.

Speak Russian as frequently as possible in the classroom, right from the start of the first year. Insist that your students speak Russian as much as possible. Be stern in holding these standards, even to the point of giving penalties for using English. Don't cut down Russian I and Russian II students for grammatical mistakes in their speech (though you should be more rigorous in marking their papers). During the early period of Russian study, better that they say more, less correctly, than less, more correctly. Fear of making mistakes can disastrously inhibit a student's progress to partial fluency. Also, encourage your students to speak Russian outside of the classroom: in the corridors, on the athletic fields, in the cafeteria, on the street. There is no better way to create pride and group solidarity. Also, sometimes others are attracted to take Russian when the language sounds like such fun. Introduce some grammatical terminology in Russian during the second year (or even during the first), so that you do not have to lapse into English explanations too frequently. Furthermore, do not be reluctant to discuss literature in Russian beyond the limits of factual questions based on the content of the story or poem. Some intermediate or advanced students are surprisingly responsive and eager to attempt deeper philosophical or aesthetic discussions in Russian. Give them special lists of literary and philosophical terminology.

Appeal to the future interests of more advanced students in order to maintain motivation, especially in seniors about to depart for college, by assigning, for example, translations of scientific Russian for would-be doctors or scientists, or translations from French or German to Russian for true linguists.

Try to make tests meaningful to your students. Don't concentrate disproportionately on "bookish," written tests based on textbooks, grammar, and reading assignments. Individual oral exams (lasting from 12 to 15 minutes) given three times a year are immensely rewarding and are usually well received by students.

Slip in as many games as you can. The vast majority of students really enjoy them. Russian Scrabble is ideal for the first two years. A "Scrabble day" every week or so is always appreciated. Russian bingo is also highly effective in consolidating the use of numbers. Plays presented before the class are invaluable in developing oral proficiency (especially effective for Russian I and Russian II). Each student should be required to speak at least for a total of three minutes. No notes should be allowed. Themes can be suggested, or a creative student might be the playwright. Other proven techniques involving a maximum of class participation are "kartochki" (student draws a card with a word or expression and must use it in a sentence); each student asking another student a question in Russian; each student making a map in Russian of his neighborhood or favorite summer area (historical and make-believe places can also be included), with an exhibition of these maps; "directions" (on a dummy course set up in the classroom simulating city streets and blocks, etc., with students following the teacher's directions); various card games. The imaginative teacher who strives for fun and learning together can improvise many other games or similar techniques.

Bring to bear any other skills, aptitudes, and experiences you may possess. Musical ability should be directed to forming a Russian chorus, which will rouse interest and expand the whole program. A good literary background channeled into a Russian literature course in translation (if time allows) can attract future language students. Any flair for dramatics can reap dividends through structured Russian plays. Above all, go to the Soviet Union as soon as possible to gain added prestige in your students' eyes, to make your classes more interesting, and to enhance your own interests.

Plan as many outside activities as possible: Russian movies, a trip to the UN, dinners organized by Russian-speaking parents, visits to college classes or Russian-speaking communities. Bring in as many Russian speakers as possible: a parent, a college professor, one of your students at college, a Soviet citizen in the area.

Try to plan the expansion of Russian at your school. Don't eliminate prospective Russian students who have not succeeded in other languages. Motivation can work striking changes. Insist on the right to talk to eighth graders, acquainting them with the advantages of Russian. Patiently educate the administration and the public about the value and feasibility of Russian. Try to work with other language teachers, not against them, despite vested interests. Try to be part of a united front to advance the cause of foreign language teaching.

Above all, believe in what you are doing, and always look to a brighter future for the Russian language in American secondary schools.

RUSSIAN CHATTERBOXES AT BROWNE & NICHOLS

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The lack of fluency in conversational Russian among a great number of Russian faculty members and students, both in colleges and in secondary schools in this country, is no secret to most people in the field. Unlike French and Spanish courses, Russian literature courses and seminars, even for Russian majors and graduate students, are, for the most part, conducted in English. The explanation usually given for using English is lack of proficiency in comprehending spoken Russian and verbal expression on the part of the students. Faculty members fear that the academic standards of their programs will be compromised because of students' inadequate knowledge of advanced Russian and their inability to discuss abstract and complex ideas in the language. These rationalizations only perpetuate American students' poor command of Russian and delay more rigorous emphasis on the spoken language. The time to consider teaching all Russian courses for Russian majors and graduate students in Russian is long overdue.

The reasons why Russian students cannot speak Russian are fairly well known. There are too few opportunities for educational and cultural contact with Russian-speaking people. The Russian programs that have prepared Russian teachers in America have de-emphasized spoken Russian, thus producing a generation of Russian teachers who are too insecure about their own conversational abilities to develop them in their students. Whatever the causes, we must now work to overcome present difficulties and upgrade the study of the spoken language. Many bright, enthusiastic students become disenchanted with Russian language studies when they discover that Russian is taught essentially as if it were a dead language, that is, they learn about Russian rather than learning Russian.

In many circles it might be argued that overemphasis on spoken Russian does not provide the necessary tools for scholarly research on the structures of the language and literature. This might be a valid argument for a small percentage of potential Russian scholars. However, today's world and today's student must also be taken into consideration. No longer can the faculty look upon all students of Russian as future Russian teachers and scholars working in a vacuum. With the rapid expansion of cultural and economic ties between the United States and Russia, it is becoming apparent that future economists, doctors, businessmen, and others will need fluent command of spoken Russian. The days when Russian was learned as an exotic language are no longer with us. Now specialists in various fields need Russian, not as an end in itself, but as a vehicle for successful communication and for keeping abreast of current developments in their fields in Russia.

It is with these considerations in mind that I have become so interested in promoting conversational Russian on the secondary school level.

To get high school students interested in speaking a foreign language without spending a summer or a year abroad is a real challenge to a teacher. A great many American high school students study a foreign language for several years without being able to converse adequately in it. As a foreign language teacher who was not willing to deprive his students of the thrill of one of the most rewarding and satisfying aspects of studying a foreign language, namely, the spoken area, I devised a program that I hoped would build fluency in Russian without taking too much time from regularly scheduled classes. I call it the "Russian Chatterbox Championship" (Chempionát Russkikh Boltunóv). Simply stated, the Chatterbox Championship is a contest in which each student tries to speak more Russian with me than his fellow students can. At the end of each week, the students in different sections are ranked according to who spoke the most Russian that week: the student who has spoken the most is number 1, the next student is number 2, and so on down the line. Weekly standings are recorded on a large, colorful chart prominently displayed in the classroom. The chart lists the names of the students in their respective sections on the left-hand side, with squares extending across the chart to the right of each name. Each square represents one week in the academic year. The first-place finishers for each week receive an A, which is averaged in with their other grades. The grade serves as a motivation for grade-conscious students and helps to bring up the grades of those who are strong in conversation but not so strong in written assignments. For Russian enthusiasts, the grade is not the motivation for them to speak, but serves as an extra bonus.

Students come in to see me all during the day--between classes, at lunch, after classes, during athletic events, to converse in Russian. Any topic is fair game, from their personal lives to sports and world affairs. It is quite common for them to talk about a subject or about a problem that they would not bring up in English. The foreign language seems to remove many of the inhibitions they have in their native language. A side benefit of this earnest expression is the teacher's increased understanding and knowledge of his students as individuals.

While it is quantity rather than quality that counts in this contest, I do correct all the mistakes the students make. The purpose of the contest is to get the students talking regardless of their initial proficiency. I have found that, just by virtue of speaking, all students, even the slowest, improve in fluency and in grammar over a period of time. Exchanging basic sentences with the skeptical, insecure student who would never have believed that he could utter two words in Russian helps to instill confidence in his ability to express himself. The informality of meeting outside of class helps students overcome the apprehension that some feel when they must speak publicly in class, and the fact that they are free to talk about anything removes the artificial and stilted flavor that often characterizes controlled classroom conversation.

To make the contest work, the teacher must be readily available to his students at all times. They must know where he can be found, and he must be enthusiastic about conversing with them. A successfully run contest takes a considerable amount of extra time on the teacher's part, but the results are worth it.

When I introduced the Russian Chatterbox Championship, its whimsical title helped the students to be more receptive to the idea of competing against one another. While I stressed the importance of spoken Russian and thus of the contest, I also pointed out that, while it would not hurt their grades if they did not participate, it could help their grades substantially.

I find that the Chatterbox Championship has also been a real conversation piece in school. Even students who are not enrolled in Russian can be seen gathered around the Chatterbox chart checking out the weekly standings.

Monopolization of the Chatterbox Championship by impulsively talkative students has not taken place. Every student has an equal chance of achieving high standing in the contest. The fact that the contest has not been dominated by A students also tends to demonstrate the general feeling of the students that everyone has a chance of winning. In certain cases, when there are a number of students in the classroom and I see that one student is monopolizing the conversation, I usually step in and act as a moderator, giving all the students equal time.

The Russian Chatterbox Championship has indeed motivated the students to speak Russian. They really seem to enjoy it, and some of them are achieving quite respectable levels of fluency and comprehension. The contest has added a new dimension to their study of Russian. Grammar and vocabulary exercises are no longer viewed as being unrelated to daily life, for the students can apply them in their active conversation.

The best testimony of the program's success has come from several parents who have told me that their son's or daughter's evening telephone conversations with classmates and friends are predominantly in Russian.

OF ALL LANGUAGES, WHY CHOOSE RUSSIAN?

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In order to determine the scope and role of the Russian language in a secondary school curriculum, one must first determine why any language is taught or studied. In the past, languages have been studied for the following reasons:

1. Students are simply compelled to study a language as part of the traditional requirement for graduation. Colleges require evidence of competence in a foreign language for admission, and they expect it from a student doing advanced study.

2. Students are encouraged to study languages as a way of achieving cultural depth.

3. Certain languages are studied because of their importance in scientific fields.

4. Language learning brings with it a disciplining of the mind.

5. There are practical reasons for studying languages. For example, trade and business agreements frequently involve knowledge of a foreign language; journalists who know languages are better equipped to interpret events in foreign countries; travelers benefit from language study; employment opportunities are improved when a person knows a foreign language; and so on.

6. Political power is directly associated with language study--in its rawest form this can be an appeal for votes made to an ethnic group in a local election, and in its most sophisticated form this may involve the appointment of an ambassador or a foreign service officer whose knowledge of a country's language makes him a more sensitive interpreter of critical issues.

Now, if we examine these six reasons for studying language and apply them to the study of Russian, we find that they do not lose their validity.

First of all, one must remember that despite the fact that colleges have been flirting with the idea of abolishing the language requirement they have not abolished the idea that students should have met a minimum

language requirement before they come to college. In essence, they have placed the burden of language study on the secondary school.

How have secondary schools met this challenge with respect to Russian?

In 1957, there were only 16 high schools in the United States that taught Russian (eight were public and eight were private schools).[1] In October of that same year, the Soviets launched their sputnik into space and with it they inadvertently launched into orbit an intensified program of Russian language study both on the secondary and college level. In less than a year's time, Fan Parker reported that 140 secondary schools were now offering Russian programs.[2] By 1960, this figure made a quantum jump, and The New York Times reported that the number of secondary schools now offering Russian was "between 500 and 600, attended by well over 4,000 students, [and] more than fifty school systems also offer Russian in elementary school."[3] Russian study probably reached its peak in the 1960's, for it has leveled off at a much lower base. What is significant is the fact that despite this leveling off there isn't a single university or college with any academic stature or size that does not offer a Russian language program to entering students. Those students who have studied Russian on the secondary school level have come into these Slavic language departments with a distinct advantage. Many of them are prepared to pick up their language training on the third, fourth, or even at times on the graduate school level. It is clear that any student who wishes to continue his or her education beyond the bachelor's degree must have met a language requirement in order to do advanced research, and it is also clear that the colleges are equipped to enable students to meet that requirement in Russian.

The second reason for studying languages--as a way of achieving cultural depth--has the strength of tradition behind it. Men and women who know several languages have always been considered "intelligent." If we confine cultural depth to the "arts," then Russian comes off very well indeed in comparison with other European languages. It is the language of the great "realist" novelists of the nineteenth century--Tolstoy, Dostoyevsky; it is the language of one of the world's greatest playwrights--Chekhov; it is the language of Nobel Prize winning authors--Bunin, Pasternak, Solzhenitsyn; it is the language of the great composers--Tschaikovsky, Rimsky-Korsakoff, Shostakovich, Prokofiev. If one wanted to press the issue, this list of giants could be expanded into a hundred or more pages. The magnificence of the Russian language as a creative,

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[3]See the statement by Helen Yakobson, head of the George Washington University Slavic Department, in The New York Times, September 7, 1957.

[2]The Slavic and East European Journal, vol. XVII (1959), p. 61.

[3]The New York Times, September 25, 1960.

sensitive instrument of flexibility of communication and aesthetic beauty is a statement that can be made without challenge. There is no need to defend teaching Russian on these grounds, since the evidence is so overwhelming. One would truly have to be a cultural barbarian to fail to see this.

There are other aspects of culture that must also be considered in the study of Russian and other languages. Knowledge of languages brings one a sense of intellectual sophistication and this, in turn, brings with it a higher sense of personal enjoyment. Furthermore, reading foreign literature in its original form brings the student into intimate contact with exciting new ideas that break down his provincialism and expose him to a broader concept of the world, expand his threshold of tolerance, and bring him into contact with a sense of universal humanity. The plight of Anna Karenina is the plight of all sensitive women, Ivan Denisovich's sufferings as a victim of a totalitarian regime are shared by all who lose their freedom, Raskolnikov's beleaguered, torn soul thrashing between the forces of good and evil shares a common impulse of pain with those who face mental and spiritual anguish. How much poorer our understanding of mankind is when we are confined to the limits of one language. Intellectual isolation, like physical isolation, political isolation, and psychological isolation, produces ignorance, fear, and suspicion.

There is still another international concept to consider if we are to understand the need to study Russian. If there is an international area of communication in one field in the twentieth century, it has to be in the field of science. Scientists are international universalists who seek to share their inventions and their research and are curious about new areas of exploration. Should we divide the languages of the world into those languages that have published the greatest volume of scientific literature, we would find that English, Russian, German, and French (in that order) are the four top languages. Not only have the Russians done advanced work in space technology, they are also leaders in such areas as oceanography, arctic climate control, soil mechanics, medicine, forestry, and pollution control.

An American scientist in these fields is at a serious disadvantage if he doesn't know Russian. Dr. Morgan Hamermesh of the Argonne National Laboratory's physics division said that "more technical material was being written in Russian than any other language except English." Dr. Hamermesh himself undertook the task of teaching Russian to 120 of his colleagues, for "translating Russian technical periodicals is more costly than teaching scientists to read them. Knowledge of Russian should be a Ph.D. requirement."[4]

Our own government has recognized this need to keep up with Russian scientific advancement by setting up a central clearing house in the Commerce Department for translating and distributing Soviet scientific

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[4] The New York Times, March 2, 1958.

reports. Hundreds of Soviet scientific journals are received in this country annually. American scientists, however, have generally been ignorant of Soviet research for lack of a coordinated program of translation and distribution. "In contrast, since 1952, the Soviet Union has maintained a massive clearing house, the All Union Institute of Scientific and Technical Information, which as 2,300 full and 20,000 part-time employees. . . . As a result, Soviet scientists in some cases are more up to date about research in the United States than Americans are."[5]

Many companies and private institutions, such as the Celanese Corporation, the American Institute of Physics, the International School of Nuclear Science and Engineering, and pharmaceutical and electronic firms, have undertaken a program of offering Russian in company classrooms as an on-the-job training program. Certainly a student with a knowledge of Russian and science would be a valuable asset to these companies. Costs of having Soviet scientific journals translated are exorbitant. Melville J. Ruggles, vice president of the Council on Library Resources, Inc., has estimated that the total annual cost of translating all important Russian publications would come to $25-million. In 1960, the federal government paid out $1.5-million for translation projects, yet only 5 per cent of the Russian output in science was translated. Scientific translations are only usable when done by experts in the field, but where would one find a nuclear physicist or biochemist who would want to leave his own research in order to translate Russian scientific publications? Therefore, scientific translation is also a definite career possibility.[6]

Not only does the person with a "scientific mind" benefit from the study of Russian. A person who is looking for an academic challenge generally finds that the discipline of learning a language is a process similar to learning music. In both areas one can learn by ear, or by notes, or by grammar. In any event, the process of learning requires concentration, effort, and training. Students who know how languages work know something about the problems of syntax, logic, communication, the value of words, the beauty of sound, and precision of expression. Furthermore, many a student has learned the grammar of his native language when he is forced to learn the rules that govern the structure of a foreign tongue.

Perhaps the one reason for studying language that has greatest appeal to administrators, school heads, parents, and trustees is based on bread-and-butter issues: Is it practical? Just how practical is Russian today? The first and perhaps the most practical reason for studying Russian today is trade. We have just concluded a mammoth deal with the Soviets involving a $750-million sale of wheat; the Soviet Union has enormous natural gas

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[5] The New York Times, January 15, 1958.

[6] See "Why Study Russian?" published by the New York-New Jersey Regional Chapter of AATSEEL, 1963, p. 9.

reserves, which we are exchanging for computers; lumber and furs are also important items of export. All of these will involve us in billions of dollars' worth of sales. It will involve jobs and work. Someone will have to draw up the contracts, someone will have to negotiate the terms of the agreements, and that someone will have to know the Russian language, Russian laws, have an understanding of the political system and methods of trade. We are, after all, training our students to live in the last quarter of the twentieth century, and in that period of time there is no way to avoid confrontation and trade with the Soviets.

It is a fact of life that the importance of languages rises and falls with world power. When Rome held power, Latin was the dominant language in the councils of power. Before Rome it was Greece, after Rome it was France. In each case the influence of the languages remained even after power declined. Today it is the United States and Russia that share power and influence throughout the world. So, if a student in high school today wanted to plan his career so that it would involve him in important issues of the future, he would certainly have to consider Russian and perhaps also Chinese or Japanese.

Students themselves sense this, but administrators tend to perpetuate the curriculum of their own generation. As Felix Frankfurter put it, "There is a tendency to canonize the familiar into the eternal." But truth must be told, and reality must be faced. The truth is that the world changes, and the reality is that it is hard to accept the change.

MATERIALS SOURCES AND MEDIA CENTERS

Joseph M. McCarthy
Austin Preparatory School
Reading, Massachusetts

The following list of sources of materials and media centers, which may be of use to present and future teachers of Russian, is not intended to be complete. We would therefore appreciate readers' comments and suggestions for additions.

Books, Prints, Realia, etc.

Arka Company 48 East 7th Street New York, N.Y. 10003	Books, records, Ukrainian handicrafts, Easter egg dyes, etc.
Bachinsky, Inc. 271 Shawmut Avenue Boston, Mass. 02118	
Harvard Cooperative Society Harvard Square Cambridge, Mass. 02138	Poster department has a variety of Russian posters (Revolutionary and Civil War reproductions, etc.).
Bookstore Jordanville Monastery of Holy Trinity Jordanville, N.Y. 13361	Wide variety of paper icon prints, books, etc.
Opere Religiose Russe Via Carlo Cattaneo 2 Rome, 4, Italy	Very inexpensive religious articles (icon prints, etc.). Free catalogue on request.
Podarogifts, Inc. 240 Fifth Avenue New York, N.Y. 10001	Imported goods from U.S.S.R. (many fine inexpensive articles, woodcarvings, matrioshki, etc.). Discount given if goods are ordered by school.
Pope John XXIII Ecumenical Center and Bookstore (formerly Russian Center) Fordham University Bronx, N.Y. 10458	Icon prints, books, records, realia.
St. Tikhon's Bookstore St. Tikhon's Seminary South Canaan, Pa. 18459	Similar to Pope John XXIII Center. Free catalogue on request.

St. Vladimir's Seminary Bookstore
Scarsdale Road
Tuckhoe, N.Y. 10707

Similar to Pope John XXIII Center. Free catalogue on request.

Surma Book and Music Company
11 East 7th Street
New York, N.Y. 10003

Ukrainian Gift Shop
217 Hennepin Avenue
Minneapolis, Minn. 55414

Various books and realia.

Information and Materials for Classroom and Club Use

Aeroflot and Intourist
45 East 49th Street
New York, N.Y. 10017

Free, colorful travel posters and information about travel to the U.S.S.R. sent on request. If you write separately to Aeroflot and to Intourist, you will get a different assortment of posters.

AATSEEL, Massachusetts Chapter
c/o Carol Maymon, Secretary
Acton High School
Acton, Mass. 01720

Massachusetts chapter began an enrollment campaign early in 1972, with the aim of getting more students into Russian programs.

American Bible Society
Attn: Mr. Darlington
1865 Broadway
New York, N.Y. 10023

Various items, e.g., The Sermon on the Mount in parallel-text form.

Curriculum Enrichment Media Program
American Library and Educational Service
404 Sette Drive
Paramus, N.J. 07652

Useful list of books and audio-visual materials on the Soviet Union.

Audio-Brandon Films
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550
or
406 Clement Street
San Francisco, Calif. 94118

Most complete rental selection of full-length Soviet films.

Krasker Memorial Film Library
Boston University
765 Commonwealth Avenue
Boston, Mass. 02215

Films available on a low-rental basis. Free catalogue on request.

Russian Club - Russian Enrollment Materials
Clark University
950 Main
Worcester, Mass. 01610

A pamphlet entitled "Russian: Why? Why Not?" by Clark students gives an interesting format for enrollment materials.

Denoyer Geppert
5235 N. Ravenswood Avenue
Chicago, Ill. 60640

Maps of U.S.S.R. in Russian, with choice of coloring (political by republics, physical-political, etc.). Write for Circular G-152 or Catalogue FM-67H.

Harvard University Press
79 Garden Street
Cambridge, Mass. 02138

Complete list of in-print books on Russia and the Soviet Union (Russian Research Center Studies).

Intourist--see Aeroflot, above

Massachusetts Department of Education
182 Tremont Street
Boston, Mass. 02111

Educational films on the U.S.S.R.: a variety of short films for seven-day rental at reasonable rates. Free catalogue on request.

Maupintour Associates
711 West 23rd Street
Lawrence, Kans. 66044

Provides two free films on travel to the U.S.S.R.: The Great Adventure and Russia by Motorcoach. Films are a bit old, but are in good condition and informative.

Mission House of the Soviet Union to the United Nations
136 East 67th Street
New York, N.Y. 10021

Full-length and short films (1970 catalogue listed over 200 films), usually available for 10 days free of charge. Many of the films are excellent.

National Council of American-Soviet Friendship
Suite 304
156 Fifth Avenue
New York, N.Y. 10010

Various materials; information on lectures, question and answer forums, etc.

Russian Emigré Society of Boston
39 Montclair Avenue
Roslindale, Mass. 02131

Plans a variety of programs with speakers, films and slides, etc.

Russian Language Journal
Prof. V. I. Grebenschikov, ed.
Michigan State University
East Lansing, Mich. 48823

Book reviews; items of interest on a variety of subjects.

The Russian Packet
Friends School
5114 N. Charles Street
Baltimore, Md. 21210

Packet contains various materials for classroom use. Useful, interesting.

Russian Pen Pals
Committee on Youth Activities
10 Kropotkin Street
Moscow, U.S.S.R.

Russian Studies Center for Secondary Schools
Choate/Rosemary Hall School
Wallingford, Conn. 06492

Johannes Van Straalen has operated this center for some years now. The center provides, on a free lend-lease basis, a variety of books, tapes, records, filmstrips, etc., for one or two weeks. A complete catalogue and twice-yearly newsletter are also available.

Russkij Jazik Za Rubezom
from: Four Continents Book Corp.
156 Fifth Avenue
New York, N.Y. 10010

Soviet monthly with articles on the teaching of Russian. Includes reviews of Soviet and non-Soviet materials, methodology. Very interesting and useful.

Cultural Division
Soviet Embassy
1706 18th Street, N.W.
Washington, D.C. 20009

Chinese-Russian Study Center
Toledo Public Schools
3301 Upton Avenue
Toledo, Ohio 43606

Bibliography and syllabi of courses in Russian language, area studies, and history. Write for syllabi, information on films, etc.

Viedomosti
Department of Russian
Franklin & Marshall College
Lancaster, Pa. 17604

A very useful journal containing information on trips, materials, methodology, etc.

Slavic Publications: Dealers and Publishers of Reprints

Dealers

Academic International
Orbis Academicus
28 Westwood Drive
Orono, Me. 04473

Adler's Foreign Books
162 Fifth Avenue
New York, N.Y. 10010

Ars Polonia
Krakowskie Przedmiescie 7
Warsaw, Poland

Artia
Ve Smeckach 30
Prague 1, Czechoslovakia

E. J. Brill
Oude Rijn 33a
Leiden, Netherlands

A. Buschke
80 East 11th Street
New York, N.Y. 10003

Collet's Russian Books
39 Museum Street
London W.C. 1, England

Cracovia Book Company
58 Pembroke Road
London W.8, England

Verlag "Dniprowa Chwyla"
Dachauer Strasse 9/11
8 Munich 2, Germany

Les Editeurs Réunis
11 rue de la Montagne
Ste. Geneviève
Paris 5e, France

Export-Import Books
880 Tecumseh Road, E.
Windsor, Ontario, Canada

Express Book Service
G. G. Stevens
97 Moore Park Road
London S.W. 6, England

Four Continent Book Corp.
156 Fifth Avenue
New York, N.Y. 10010

Hans Hartinger Nachf.
Xantener Strasse 14
1 Berlin 15, Germany

Alexander Hertz & Company
88-28 43rd Avenue
Elmhurst, N.Y. 11373

Imported Publications, Inc.
1780 Arcade Place
Chicago, Ill. 60612

Interpress Ltd.
12 Montagu Street
London W.1, England

Marko Jankovic
P.O. Box 551
Windsor, Ontario, Canada

Jugoslovenska Knjiga
Terazije 27/2
Belgrade, Yugoslavia

Victor Kamkin, Inc.
12224 Parklawn Drive
Rockville, Md. 20852

Kubon and Sagner
Schliessfach 68
8 Munich 34, Germany

Librairie Polonaise
123 boulevard Saint-Germain
Paris 6e, France

Les Livres Etrangers
10 rue Armand Moisant
Paris 15e, France

Philip Lozinski
American Branch
1504 Drift Road
Westport, Mass. 02790

Philip Lozinski
Canadian Branch
4763 Victoria Avenue
Montreal 29, P.Q., Canada

H. Metlay
1966 Broadway
New York, N.Y. 10023

Mezhdunarodnaya Kniga
Moscow G-200
U.S.S.R.

A. Neimanis Buch-Vertrieb
Linprunstrasse 11
8 Munich 2, Germany

Orbis/London/Ltd.
66 Kenway Road
London S.W. 5, England

Polish Alliance Press Ltd.
1475 Queen Street W.
Toronto 3, Ontario, Canada

Jacques B. Polonski Fils
2 rue Charles Marie Widor
Paris 16e, France

Rausen Publications
3637 Broadway
New York, N.Y. 10031

Russian-American Book Agency "VEK"
602 West 139th Street
New York, N.Y. 10031

Russian Book House
P.O. Box 1375
Bridgeport, Conn. 06601

Russian Language Specialties
Box 4546
Chicago, Ill. 60680

George Sabo - Slavic Books
2400 N. AIA
Melbourne, Fla. 32901

Schoenhof's Foreign Books
1280 Massachusetts Avenue
Cambridge, Mass. 02138

Wilhelm Smolders
P.O. Box 29
Vienna, Austria

P. N. Sorokine
11 rue Eugène Gibez
Paris 15e, France

A. Struve
33 rue Erlanger
Paris 16e, France

B. Swiderski
6 Warwick Road
Earl's Court
London S.W. 5, England

Szwede Gallery and Bookstore
Importers and Distributors
P.O. Box 1214
Palo Alto, Calif. 94302

Telberg Book Corp.
544 Sixth Avenue
New York, N.Y. 10011

Dr. Rudolf Trofenik
Sudostbuchhandel KG.
Elisabethstrasse 18
8 Munich 13, Germany

Troyka Ltd.
799 College Street
Toronto 4, Ontario, Canada

Ukrainian Book Store
P.O. Box 2414
10205 97th Street
Edmonton, Alberta, Canada

Ukrainska Knyha
1162 Dundas Street W.
Toronto 3, Ontario, Canada

Volga
3556 Broadway
New York, N.Y. 10031

Reprints

Akademische Druck und Verlagsanstalt
Graz
Austria

Auxilibris Rechts
Staatswissenschaftliches Antiquariat
Postfach 135
Montabaur, Germany

Micro Photo Division
Bell and Howell Company
1700 Shaw Avenue
Cleveland, Ohio 44112

Slavic Reprint Division
Erasmus Press
225 Culpepper Road
Lexington, Ky. 40502

Europe Printing
128 Frankenslag
The Hague, Netherlands

Inter Documentation Co. AG
Poststrasse 9
Zug, Switzerland

Johnson Reprint Corp.
111 Fifth Avenue
New York, N.Y. 10003

Kraus Reprint Company
16 East 46th Street
New York, N.Y. 10017

Photoduplicating Service
Library of Congress
Washington, D.C. 20540

Photographic Service
New York Public Library
Fifth Avenue at 42nd Street
New York, N.Y. 10018

Readex Microprint Corp.
5 Union Square
New York, N.Y. 10003

University Microfilms, Inc.
300 North Zeeb Road
Ann Arbor, Mich. 48106

Travel and Exchange

For Students

Afton Tours, Inc.
1776 Broadway
New York, N.Y. 10019

Offers special short, reasonable winter tours--two weeks to U.S.S.R. Will arrange for a later date, e.g., April vacation.

American Institute of Foreign Study
Greenwich, Conn. 06830

Offers students six weeks in U.S.S.R., study with Russian faculty, and chance to spend major portion of tour in one city--Leningrad.

Camping in U.S.S.R.
Alexander Lipson
2 Garden Terrace
Cambridge, Mass. 02138

Prof. Lipson's tour has been running for some years. Tour travels from Eastern Europe through Soviet Union. Very informal and highly praised by those who have done it.

Choate School/Rosemary Hall
Wallingford, Conn. 06492

A very well-established tour. Visits throughout the U.S.S.R. Financial aid often available.

Promoting Enduring Peace
P.O. Box 103
Woodmont, Conn. 06460

March 10-March 25 (approx.).

St. Louis University High School
4970 Oakland Avenue
St. Louis, Mo. 63110

Six weeks in major cities of the Soviet Union and Western Europe.

For Teachers

American Friends Service
160 North 15th Street
Philadelphia, Pa. 19102

Soviet teachers teach in U.S. schools for a period of about four weeks.

Council on International Exchange
777 United Nations Plaza
New York, N.Y. 10017

International Research and Exchange Board (IREX)
Summer Language Tours
110 East 59th Street
New York, N.Y. 10022

For teachers and graduate teaching assistants. Seven weeks in U.S.S.R.; coursework and travel. December 1 deadline.

Some Suggestions for Future Ordering and Reading

Motivation. The Northeast Conference on the Teaching of Foreign Language has put together a set of films in each of the languages except Russian. The first of the series, a general film, might prove interesting to teachers of Russian. Entitled Media in Foreign Language Teaching, this color film runs 32 minutes. It shows a variety of teaching situations and techniques at all levels. The film may be ordered, on a rental basis, from Mr. James W. Dodge, Northeast Conference Films, P.O. Box 623, Middlebury, Vt. 05753.

Foreign Language Attitude Questionnaires. Two questionnaires: (1) for students who have studied a foreign language, and (2) for those who have not. The questionnaires are designed to help teachers understand their students' attitudes and to help revise course materials and procedures. Instructions for administration and analysis are included. Prepared by the Northeast Conference on the Teaching of Foreign Language; distributed by MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011.

Suggested Readings on Russian Language Teaching

Bird, Thomas, ed., "Foreign Language Learning and Development" (Madison, Conn.: Northeast Conference on the Teaching of Foreign Language). Distributed by MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011.

Chvany, Catherine, "Why Do Students Study Russian?" Viedomosti, vol. V, no. 6-7 (February 1971).

Parry, Albert, America Learns Russian (Syracuse: Syracuse University Press, 1967). An excellent history of our profession in the United States.

Tursi, Joseph, ed., Foreign Languages and the !NEW! Student (Madison, Conn.: Northeast Conference on the Teaching of Foreign Language, 1970). Distributed by MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011.

Walker, Claire, "What Is Our First Priority in Teaching?" Slavic and East European Journal, vol. XIV, no. 1 (Spring 1970).

_____, "Textbooks of the Sixties for 1970," SEEJ, vol. XIV, no. 2 (Summer 1970).

_____, "More Texts of the Sixties for 1970," SEEJ, vol. XV, no. 1 (Spring 1971).